FACTORS INFLUENCING ENGLISH LEARNING DEMAND AMONG UNIVERSITY STUDENTS IN VIETNAM: A CASE STUDY AT HCMUTE

FATORES QUE INFLUENCIAM A DEMANDA DE APRENDIZAGEM DE INGLÊS ENTRE ESTUDANTES UNIVERSITÁRIOS NO VIETNÃ: UM ESTUDO DE CASO NO HCMUTE

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Abstract: *The research explores the key factors influencing students' demand for learning English at Ho Chi Minh City University of Technology and Education (HCMUTE), emphasizing the growing importance of English proficiency in Vietnam's increasingly globalized economy. Despite its critical role in education and career advancement, many students struggle to achieve the desired proficiency levels, necessitating an investigation into the factors driving English learning demand. This study adopts a mixed-methods approach, integrating qualitative and quantitative methodologies. Data were collected through online surveys of 145 students, followed by statistical analyses using Cronbach's Alpha, Exploratory Factor Analysis (EFA), and regression analysis. The research examines five hypothesized factors—learning motivation, self-study time, learning methods, teaching methods, and learning environment—and evaluates their impact on English learning demand. The findings reveal that learning motivation, methods, and environment significantly influence students' demand for learning English. Motivation, driven by aspirations such as career success and effective communication, emerges as a crucial factor. Effective learning methods, including multimedia resources and interactive activities, are identified as pivotal for skill development. Additionally, supportive environments that foster experiential learning and real-world application play a critical role in enhancing proficiency. In contrast, self-study time and teaching methods were found to have limited influence, suggesting potential areas for pedagogical improvement. This research contributes to understanding the dynamics of English language acquisition in Vietnamese higher education and offers actionable insights for educators and policymakers. By highlighting the importance of motivation, innovative learning methods, and conducive environments, the study provides a foundation for developing strategies to enhance English education, bridging gaps between policy goals and practical outcomes in a globalized context.*

Keywords: *influencing factors. English learning demand. Ho Chi Minh City University of Technology and Education. students.*

Resumo: *A pesquisa explora os principais fatores que influenciam a demanda dos alunos por aprender inglês na Universidade de Tecnologia e Educação da Cidade de Ho Chi Minh (HCMUTE), enfatizando a crescente importância da proficiência em inglês na economia cada vez mais globalizada do Vietnã. Apesar de seu papel crítico na educação e no avanço profissional, muitos alunos lutam para atingir os níveis de proficiência desejados, necessitando de uma investigação sobre os fatores que impulsionam a demanda pelo aprendizado de inglês. Este estudo adota uma abordagem de métodos mistos, integrando metodologias qualitativas e quantitativas. Os dados foram coletados por meio de pesquisas online com 145 alunos, seguidas de análises estatísticas usando Alfa de Cronbach, Análise Fatorial Exploratória (AFE) e análise de regressão. A pesquisa examina cinco fatores hipotéticos — motivação para aprendizagem, tempo de autoestudo, métodos de aprendizagem, métodos de ensino e ambiente de aprendizagem — e avalia seu impacto na demanda por aprendizado de inglês. Os resultados revelam que a motivação, os métodos e o ambiente de aprendizagem influenciam significativamente a demanda dos alunos por aprender inglês. A motivação, impulsionada por aspirações como sucesso profissional e comunicação eficaz, surge como um fator crucial. Métodos de aprendizagem eficazes, incluindo recursos multimídia e atividades interativas, são identificados como essenciais para o desenvolvimento de habilidades. Além disso, ambientes de apoio que promovam a aprendizagem experiencial e a aplicação no mundo real desempenham um papel fundamental no aprimoramento da proficiência. Em contraste, constatou-se que o tempo de autoestudo e os métodos de ensino tiveram influência limitada, sugerindo potenciais áreas para aprimoramento pedagógico. Esta pesquisa contribui para a compreensão da dinâmica da aquisição da língua inglesa no ensino superior vietnamita e oferece insights práticos para educadores e formuladores de políticas. Ao destacar a importância da motivação, métodos de aprendizagem inovadores e ambientes propícios, o estudo fornece uma base para o desenvolvimento de estratégias para aprimorar o ensino de inglês, eliminando as lacunas entre os objetivos políticos e os resultados práticos em um contexto globalizado.*

Palavras-chave: *fatores de influência. Demanda por aprendizagem de inglês. Universidade de Tecnologia e Educação da Cidade de Ho Chi Minh. Alunos.*

Introduction

The increasing demand for English proficiency in Vietnam has been closely tied to the country's deeper integration into the global economy and its reliance on English as a key medium for education and international communication (Doan & Hamid, 2019; Nghia & Vu, 2023; Phan, 2021; Sahan et al., 2022). At the university level, English proficiency has become a vital skill, serving as a prerequisite for graduation in many academic programs (Nguyen et al., 2021; Ryu & Nguyen, 2021). Despite this growing emphasis, students in Vietnam, including those at Ho Chi Minh City University of Technology and Education (HCMUTE), face persistent challenges in mastering effective English skills (Ryu & Nguyen, 2021). These difficulties raise critical questions regarding the factors that influence students' learning outcomes and their demand for English education.

HCMUTE, a prominent institution specializing in technical education, presents a unique context for examining these challenges. Existing literature underscores the importance of various factors such as motivation, self-study practices, teaching strategies, and learning environments in shaping language acquisition outcomes (Durmush et al., 2024; Hoang, 2008; T. H. H. Nguyen et al., 2024; Nguyen & Chung, 2014; Taufiq, 2016; Vo, 2023). However, the interplay of these factors within the Vietnamese technical education context remains underexplored. Notably, while English is not the primary focus at technical institutions, it plays a crucial role in enabling access to global resources, fostering employability, and advancing professional communication skills (Nguyen et al., 2018).

Vietnam's educational policy reforms further emphasize English as a strategic asset for national development, underscoring its role in creating a knowledge-based economy. Nevertheless, previous studies reveal systemic challenges in achieving these goals, as evidenced by reports of low proficiency levels among non-English major students across the country (Huynh, 2024; Ngo et al., 2017; Nguyen, 2016; Sundkvist & Nguyen, 2020; Vu & Nguyen, 2003). The gap between policy ambitions and student outcomes necessitates a focused investigation into the drivers of English learning demand, particularly among students at institutions like HCMUTE.

The objectives of this study are threefold: (1) to identify and analyze the factors influencing students' demand for learning English at HCMUTE, (2) to evaluate the statistical significance of these factors using robust methods such as Cronbach's Alpha, Exploratory Factor Analysis (EFA), and regression analysis, and (3) to propose actionable recommendations aimed at fostering a supportive learning environment tailored to students' needs.

The article is organized as follows: a comprehensive literature review synthesizes theoretical and empirical findings on key factors such as motivation, learning strategies, and environmental influences. The research methodology details the study's design, including survey instruments and analytical techniques. The results and discussions highlight critical findings, emphasizing the factors that significantly affect English learning demand. Finally, the conclusion summarizes the study's implications for educational practices and offers recommendations for educators and policymakers.

By focusing on the unique characteristics and challenges faced by HCMUTE students, this study aims to provide a deeper understanding of how contextual and institutional factors influence English learning. This research contributes to broader efforts to enhance language education within Vietnam's higher education system and aligns with ongoing global efforts to improve English proficiency in diverse educational contexts.

Methodology

Research Design

This study employed a mixed-methods approach, integrating qualitative and quantitative research designs to provide a comprehensive understanding of the factors influencing English learning demand among students at HCMUTE. The qualitative component involved analyzing secondary data and previous studies to contextualize the research within the broader field. The quantitative component utilized a survey-based methodology to collect primary data from

participants. This design was chosen to balance depth and breadth in understanding the research problem, aligning with the study's objective of identifying actionable insights for enhancing English learning outcomes.

Participants

The study surveyed 145 students from HCMUTE, comprising 66.2% females (n=96) and 33.8% males (n=49). Participants included first-year students (17.2%, n=25), second-year students (64.17%, n=93), third-year students (17.2%, n=25), fourth-year students (0.7%, n=1), and students beyond the fourth year (0.7%, n=1). A significant proportion (78.6%, n=114) attended additional English classes outside regular study hours, while 21.4% (n=31) did not. This diverse sample ensured a representative understanding of the student population's English learning experiences.

Materials and Equipment

The research utilized an online survey questionnaire as the primary data collection instrument. Data were processed and analyzed using SPSS statistical software, version 24. The survey instrument included items measuring various factors such as learning motivation, self-study time, learning methods, teaching methods, and learning environment. Reliability and validity of the survey scales were assessed using Cronbach's Alpha and Exploratory Factor Analysis (EFA).

Procedures

The research followed a systematic procedure to ensure the reliability and validity of the findings:

Designing the Survey. The questionnaire was developed based on existing theoretical frameworks (e.g., Gardner, 1985; Maslow, 1970; Dewey, 1952). Items were adapted to measure constructs such as learning motivation, self-study time, and teaching methods.

Data Collection. The survey was distributed online to students at HCMUTE. Participation was voluntary, and responses were anonymized to protect participants' confidentiality.

Data Cleaning and Preparation. Completed surveys were reviewed for missing or inconsistent responses. Cleaned data were then subjected to statistical analysis.

Reliability Testing. According to Nunnally (1978), a good scale should have a Cronbach's Alpha reliability of 0.7 or higher. Hair et al. (2019) also suggested that a scale that ensures uni-dimensionality and reliability should have a Cronbach's Alpha threshold of 0.7 or higher, however, given the nature of a preliminary study, a Cronbach's Alpha threshold of 0.6 is acceptable (Hair et al., 2019; Hair et al., 2022, p. 119)I. Another important index is Corrected Item – Total Correlation, according to Cristobal et al. (2007), a good scale is when the observed variables have a Corrected Item – Total Correlation value of 0.3 or higher.

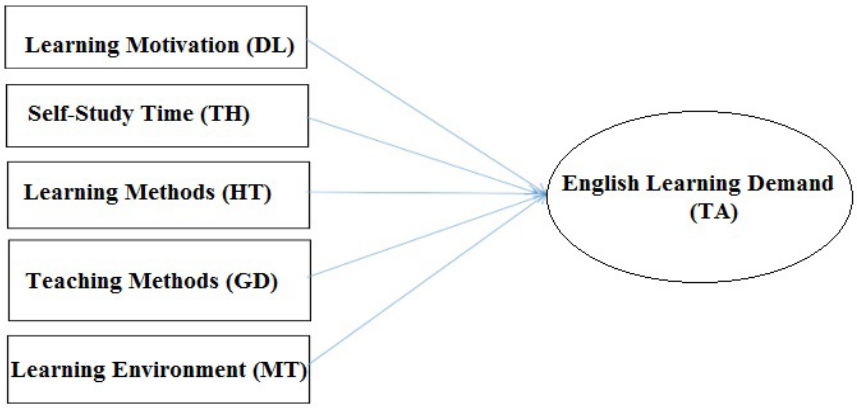
Factor Analysis. EFA was conducted to identify meaningful constructs and reduce the dimensionality of the data. Variables with low factor loadings were excluded to improve the model's clarity.

Regression Analysis. Linear regression was employed to examine the relationships between independent variables (e.g., learning motivation, self-study time) and the dependent variable (English learning demand). The Enter method was used, as recommended for hypothesis-testing research (Nguyen, 2011).

Research Model

The conceptual model used in this study is illustrated in Figure 1, depicting the hypothesized relationships between learning motivation, self-study time, learning methods, teaching methods, learning environment, and English learning demand.

Figure 1. Research Model Depicting Factors Influencing English Learning Demand



Source: design by authors

Data Analysis

Descriptive statistics were used to summarize participant demographics and key variables. Reliability analysis, using Cronbach's Alpha, ensured the consistency of measurement scales. EFA identified underlying factors, and regression analysis assessed the impact of these factors on English learning demand. Adjusted R^2 values indicated the model's explanatory power, while significance levels determined the robustness of relationships between variables.

Ethical Considerations

The study adhered to ethical research standards, ensuring informed consent, voluntary participation, and confidentiality. Ethical approval was obtained from the relevant institutional review board at HCMUTE. Participants were provided with detailed information about the study's purpose, procedures, and their rights, including the right to withdraw at any time. No personal identifying information was collected to maintain anonymity.

By following these methodologies, the study ensures rigor and replicability, providing valuable insights into the factors influencing English learning demand among university students.

Theoretical Background

The theoretical foundation for this study draws upon extensive research examining the challenges and strategies for learning English as a second language, with a particular focus on motivation, identity, and investment. Social identity theory highlights the interplay between learners' confidence, motivational levels, and their perceptions of native speakers and peers, which are further influenced by variables such as education levels, gender, and social contexts (Durmush et al., 2024; Taufiq, 2016).

Motivational constructs and their varied effects across different educational settings have been extensively studied. Durmush et al. (2024) found that older students, such as ninth graders in Singapore, exhibited lower levels of motivation compared to younger learners, reflecting developmental differences in engagement. Similarly, Al-Tamimi and Shuib (2009) highlighted the dominance of instrumental motivation among petroleum engineering students, who viewed English as a tool for career advancement. This finding complements Nguyen et al. (2018), who identified systemic challenges in Vietnam, where only 22% of non-English major students achieved basic English proficiency. These results suggest that motivation, shaped by external factors like labor market demands and peer influence, plays a critical role in language acquisition (Le, 2011).

Recent research has shifted attention to the role of classroom environments in fostering engagement. Derakhshan et al. (2024) demonstrated the influence of a positive classroom social climate (CSC), characterized by teacher support and mutual respect, in mitigating boredom and enhancing student participation. Getie (2020) further emphasized how social and psychological barriers, such as anxiety and low self-confidence, continue to impact learning attitudes. These findings reaffirm the relevance of both intrinsic and extrinsic motivational factors in educational settings.

Technological advancements have also emerged as pivotal in shaping English language learning. T. N. T. Nguyen et al. (2024) explored the transformative yet contentious role of AI tools like ChatGPT, noting their potential to enhance accessibility while cautioning against the risks of overreliance and reduced creativity. Similarly, Del Castillo et al. (2024) investigated the integration of e-portfolios as a means to reduce anxiety and foster positive learning attitudes. Both studies underscore the evolving challenges and opportunities posed by educational technology in the context of language learning.

Foundational theories, such as Gardner's (1985) model of motivation, remain central to understanding language learning dynamics. Gardner's framework, which distinguishes between integrative and instrumental motivations, continues to inform contemporary research. Studies by Oga-Baldwin and Nakata (2020) and Tran (2022) reinforce the importance of robust methodologies, employing both quantitative and qualitative tools to evaluate the impact of motivational and environmental factors. Truong (2017) utilized the Expectancy-Value Model to integrate cultural and motivational insights, while Kharkovskaya et al. (2017) introduced the innovative concept of minitexts, expanding the range of pedagogical tools available to educators.

The literature aligns closely with the overarching theme of understanding English learning outcomes across varied cultural and educational contexts. For example, Nguyen and Tran (2020) highlighted the importance of career-oriented learning in a globalized environment, while Le et al. (2024) examined the unique challenges faced by military students learning English. These studies collectively underscore the necessity of tailoring English education to specific learner needs and contexts.

At the same time, gaps and debates persist. Farea and Singh (2024) identified deficiencies in integrating communicative skills into English for Specific Purposes (ESP) programs, while Meşe and Sevilen (2021) provided insights into enhancing learner engagement in online education during the COVID-19 pandemic. Pranawengtias (2022) emphasized the dominance of extrinsic motivators, such as rewards and punishments, whereas Hayati (2015) argued for the critical role of intrinsic beliefs and personal effort. The debate over communicative versus grammar-focused methods also remains unresolved, with Tran (2013) criticizing traditional approaches for stifling engagement and practical language use.

Technological integration in language learning continues to be a contentious issue. While T. N. T. Nguyen et al. (2024) praised the accessibility of AI tools, they also warned of their potential to foster dependency. Similarly, Del Castillo et al. (2024) acknowledged the anxiety-reducing benefits of e-portfolios but pointed out their potential resource intensiveness. These conflicting perspectives highlight the need for a nuanced approach to technology adoption in education.

Despite significant progress, the literature reveals critical gaps. There is a lack of longitudinal studies examining motivational changes over time, as well as limited exploration of cultural adaptation and family influence on learning attitudes. Additionally, research on the integration of advanced AI tools in ESP contexts remains underdeveloped, providing an opportunity for future investigation.

By synthesizing these diverse insights, the current study contributes to a more comprehensive understanding of the interplay between psychological, technological, and pedagogical factors in language learning. This research emphasizes culturally specific motivators and the potential of emerging technologies, offering a framework that aligns educational strategies with the demands of a globalized economy.

Results

Analysis of Scale Reliability

The reliability of the scales for Learning Motivation (DL), Self-Study Time (TH), Learning Methods (HT), Teaching Methods (GD), Learning Environment (MT), English Learning Demand (TA) was assessed using Cronbach's Alpha.

Learning Motivation (DL)

The reliability analysis for the "Learning Motivation" factor shows that the Cronbach's Alpha score is 0.843, which exceeds the 0.6 threshold, indicating high reliability. All item-total correlation coefficients are above 0.3, meeting the requirements.

Table 1. *Reliability Analysis Results for the DL Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
DL1	20.52	19.029	.358	.875	.843	6
DL2	19.79	17.318	.751	.794		
DL3	19.92	16.174	.754	.789		
DL4	20.01	17.319	.647	.812		
DL5	19.52	18.390	.671	.810		
DL6	19.92	17.854	.634	.815		

Source: Authors results

Self-Study Time (TH)

The reliability analysis for the "Self-Study Time" factor shows a Cronbach's Alpha score of 0.826, exceeding the 0.6 threshold, with all item-total correlation coefficients above 0.3.

Table 2. *Reliability Analysis Results for the TH Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
TH1	9.81	5.976	.571	.816	.826	4
TH2	9.77	5.597	.706	.756		
TH3	10.18	5.648	.661	.776		
TH4	9.89	5.432	.670	.772		

Source: Authors results

Learning Methods (HT)

The reliability analysis for the "Learning Methods" factor shows a Cronbach's Alpha score of 0.743, meeting the 0.6 threshold, and all item-total correlation coefficients are above 0.3.

Table 3. *Reliability Analysis Results for the HT Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
HT1	17.92	14.632	.324	.751	.743	6
HT2	18.10	14.282	.422	.722		
HT3	18.40	13.714	.452	.714		
HT4	18.01	12.826	.586	.674		
HT5	17.52	13.515	.617	.672		
HT6	17.71	13.791	.511	.698		

Source: Authors results

Teaching Methods (GD)

The reliability analysis for the "Teaching Methods" factor shows a Cronbach's Alpha score of 0.825, which is above 0.6, and all item-total correlation coefficients exceed 0.3.

Table 4. *Reliability Analysis Results for the GD Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
GD1	10.48	5.557	.685	.764	.825	4
GD2	10.66	5.906	.655	.778		
GD3	10.46	6.278	.624	.792		
GD4	10.44	6.068	.641	.784		

Source: Authors results

Learning Environment (MT)

The reliability analysis for the "Learning Environment" factor indicates a Cronbach's Alpha score of 0.866, well above the 0.6 threshold. All item-total correlation coefficients meet the requirement.

Table 5. *Reliability Analysis Results for the MT Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
MT1	7.08	5.090	.718	.844	.866	3
MT2	6.76	5.587	.805	.764		
MT3	6.82	5.565	.724	.831		

Source: Authors results

English Learning Demand (TA)

The reliability analysis for the "English Learning Demand" factor shows a Cronbach's Alpha score of 0.769, exceeding the 0.6 threshold, and all item-total correlation coefficients are above 0.3.

Table 6. *Reliability Analysis Results for the TA Factor*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
TA1	11.93	6.342	.527	.736	.769	4
TA2	11.64	5.926	.634	.682		
TA3	11.88	5.998	.557	.721		
TA4	12.12	5.493	.573	.716		

Source: Authors results

Exploratory Factor Analysis

a) Exploratory Factor Analysis (EFA) for Independent Variables

To determine whether the survey sample is large enough and meets the conditions for factor analysis, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test were conducted. A necessary condition for EFA is the absence of relationships between the observed variables.

With a KMO test result of 0.781 (greater than 0.5), a Chi-square value of 1595.574, degrees of freedom (df) = 253, and a significance level (Sig) of Bartlett's test less than 0.05, the null hypothesis (H0) is rejected. This indicates that the survey data meets the conditions required for conducting EFA, and the results can be used.

The results of the Exploratory Factor Analysis (EFA) for the scale of independent variables, conducted using the Principal Component extraction method and the Varimax rotation method, indicate that the 23 observed variables measuring the influencing factors are grouped into six distinct factors with an Eigenvalue of 1.018, exceeding the threshold of 1. The analysis also reveals an extracted variance of 67.731%, signifying that these six factors collectively explain 67.731% of the variability in the 23 observed variables, which is notably higher than the acceptable benchmark of 50%.

Table 7. *EFA Results for Independent Variables (First Iteration)*

Measurement Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
DL3	.852					
DL2	.809					
DL4	.789					
DL5	.786					
DL6	.763					
GD4		.791				
GD1		.769				
GD2		.752				
GD3		.724				
HT1		.625				
TH2			.844			
TH1			.751			
TH4			.719			
TH3			.704			
MT2				.848		
MT3				.836		
MT1				.799		

HT2					.719	
HT3					.690	
HT5					.679	
HT4					.673	
HT6					.608	
DL1						.690
Eigenvalue	24.418	15.565	9.138	7.667	6.518	4.426
Variance Explained (%)	15.589	29.318	41.087	51.937	62.785	67.731
a. Rotation converged in 9 iterations						

Source: Authors results

The conclusion of the first iteration of EFA for independent variables indicates that within the five groups of independent factors, the variable HT1 exhibits distribution across the GD factor. Additionally, the variable DL1 distributes independently and does not converge with the DL factor. Although HT1 and DL1 showed correlations with the total in the reliability analysis, the EFA results suggest that these two variables should be excluded from the EFA to ensure better grouping of variables within each factor. The results are as follows:

The KMO test result is 0.786, greater than 0.5, with a Chi-square value of 1534.433, degrees of freedom (df) = 231, and a significance level (Sig) for Bartlett's test less than 0.05, indicating that the observed variables are correlated in the population. Hence, the null hypothesis (H0) is rejected. It can be concluded that the survey data meets the necessary conditions for conducting exploratory factor analysis (EFA), and the results can be utilized.

The EFA results for the independent variable scale (impact factors) using the Principle Component extraction method and Varimax rotation method show that 22 observed variables (after excluding DL1) measuring five impact factors are grouped into five factors with an Eigenvalue of 1.434 (>1) and an extracted variance of 64.990%. This means that these five factors explain 64.990% of the variance in the 22 observed variables, which is greater than 50%.

Table 8. *EFA Results for Independent Variables (Second Iteration)*

Measurement Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
DL3	.856				
DL2	.820				
DL4	.788				
DL5	.786				
DL6	.773				
GD4		.796			
GD1		.781			
GD2		.751			
GD3		.728			
HT1		.622			
TH2			.836		
TH4			.746		
TH1			.737		

TH3			.734		
HT5				.759	
HT4				.745	
HT3				.637	
HT2				.636	
HT6				.627	
MT2					.849
MT3					.843
MT1					.780
Eigenvalue	25.275	15.947	9.512	7.740	6.517
Variance Explained (%)	15.532	29.713	42.031	53.974	64.990
a. Rotation converged in 6 iterations.					

Source: Authors results

With the KMO test result of 0.774, which is greater than 0.5, a Chi-square value of 1469.322, degrees of freedom (df) = 210, and a significance level (Sig) for Bartlett's test less than 0.05 (indicating that the observed variables are correlated in the population), the null hypothesis (H0) is rejected. It can be concluded that the survey data meets the necessary conditions for conducting exploratory factor analysis (EFA), and the results can be utilized.

The EFA results for the scale of independent variables (impact factors) using the Principle Component extraction method and Varimax rotation method show that 21 observed variables (after excluding HT1) measuring five impact factors are grouped into five factors with an Eigenvalue of 1.412 (>1) and an extracted variance of 65.990%. This means that these five factors explain 65.990% of the variance in the 21 observed variables, which is greater than 50%.

Table 9. *EFA Results for Independent Variables (Third Iteration)*

Measurement Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
DL3	0.856				
DL2	0.819				
DL4	0.788				
DL5	0.787				
DL6	0.774				
GD4		0.796			
GD2		0.782			
GD1		0.773			
GD3		0.752			
TH2			0.841		
TH1			0.755		
TH4			0.773		
TH3			0.752		
HT5				0.764	
HT4				0.747	
HT6				0.637	
HT2				0.636	

HT3				0.631	
MT2					0.857
MT3					0.847
MT1					0.790
Eigenvalue	25.511	16.354	9.727	7.674	6.723
Variance Explained (%)	16.252	29.612	42.227	54.552	65.990

a. Rotation converged in 6 iterations.

Source: Authors results

The conclusion of the EFA for independent variables shows that the five groups of independent factors have undergone changes compared to the initial proposed model. However, within the HT factor, the variable HT1 is unsuitable for factor analysis due to its "migration" to the GD factor. Additionally, the variable DL1 is independently distributed and does not converge with the DL factor, so it was excluded from the factor analysis.

b) Exploratory Factor Analysis (EFA) for Dependent Variable

The EFA results for the dependent variable scale (English Learning Demand) using the Principal Component extraction method and Varimax rotation show:

The KMO coefficient is 0.695 (>0.5), and the significance level Sig. = 0.000 (<0.05), with a Chi-square value of 157.305 and df = 6, indicating that exploratory factor analysis (EFA) is appropriate.

Four variables measuring English Learning Demand were grouped into a single factor with an Eigenvalue of 2.376 (>1) and an extracted variance of 59.404%. Therefore, the EFA results can be used for regression analysis in the next step.

Table 10. *Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.376	59.404	59.404	2.376	59.404	59.404
2	.730	18.257	77.661			
3	.544	13.609	91.270			
4	.349	8.730	100.000			

Extraction Method: Principal Component Analysis.

Source: Authors results

Table 11. *Groups of Factors After Performing Exploratory Factor Analysis*

Factor	Symbol	Measurement Variables
Learning Motivation	DL	DL2, DL3, DL4, DL5, DL6
Self-Study Time	TH	TH1, TH2, TH3, TH4
Learning Methods	HT	HT2, HT3, HT4, HT5, HT6
Teaching Methods	GD	GD1, GD2, GD3, GD4
Learning Environment	MT	MT1, MT2, MT3
English Learning Demand	TA	TA1, TA2, TA3, TA4

Source: Authors results

Correlation Matrix Analysis

Correlation matrix analysis is a crucial step before conducting regression analysis to determine whether the independent variable groups and the dependent variable group meet the conditions for regression analysis.

The correlation analysis reflects the linear relationship between pairs of analyzed variables. Correlation coefficients range from -1 to 1 and measure the degree of linear correlation between variables. The Prob value indicates the statistical significance level of the estimated correlation coefficients. The analysis of correlations between variables produces results as shown in the following model:

Table 12. *Correlation Matrix*

		DL	TH	HT	GD	MT	TA
DL	Pearson Correlation	1	.187*	.271**	-.055	.179*	.294**
	Sig. (2-tailed)		.025	.001	.508	.031	.000
	N	145	145	145	145	145	145
TH	Pearson Correlation	.187*	1	.231**	.395**	.408**	.358**
	Sig. (2-tailed)	.025		.005	.000	.000	.000
	N	145	145	145	145	145	145
HT	Pearson Correlation	.271**	.231**	1	.144	.370**	.414**
	Sig. (2-tailed)	.001	.005		.084	.000	.000
	N	145	145	145	145	145	145
GD	Pearson Correlation	-.055	.395**	.144	1	.328**	.249**
	Sig. (2-tailed)	.508	.000	.084		.000	.003
	N	145	145	145	145	145	145
MT	Pearson Correlation	.179*	.408**	.370**	.328**	1	.595**
	Sig. (2-tailed)	.031	.000	.000	.000		.000
	N	145	145	145	145	145	145
TA	Pearson Correlation	.294**	.358**	.414**	.249**	.595**	1
	Sig. (2-tailed)	.000	.000	.000	.003	.000	
	N	145	145	145	145	145	145

Notes: *Significant at 5% level ($p < 0.05$), **Significant at 10% level ($p < 0.10$)
Source: Authors results

The results of the Pearson correlation analysis show that for significance values (Sig.) between variables that are less than 0.05, it can be concluded that these pairs of variables are correlated and statistically significant. However, for variable pairs such as "Motivation and Teaching" and "Learning and Teaching," with Sig. values of 0.508 > 0.05 and 0.084 > 0.05 respectively, the correlation is not statistically significant. After reviewing variable pairs with Sig. < 0.05, the Pearson correlation analysis is interpreted as follows:

For the correlation between independent variables, the study primarily focuses on relationships where the correlation coefficient is 0.8 or higher (indicating a relatively strong correlation) and statistically significant at the 5% level. This is because such strong correlations

could bias the regression model due to multicollinearity among the independent variables. The analysis results in Table 12 indicate that the correlations among the independent variables in the model are not strong (all correlation coefficients are below 0.6).

Regarding the correlation between independent variables and the dependent variable, the results show that the dependent variable "Satisfaction" has a non-zero correlation with the independent variables Motivation, Self-Study, Learning, Teaching, Environment, and English Learning Demand, at a significance level of 10%.

Thus, the correlation matrix analysis results indicate that the independent and dependent variables meet the conditions for conducting the next step of regression analysis. The regression model is formulated as follows:

$TA = \beta o + \beta 1 * DL + \beta 2 * TH + \beta 3 * HT + \beta 4 * GD + \beta 5 * MT$

Regression analysis

After conducting exploratory factor analysis, grouping variables by factor, the study continued to conduct regression analysis. The regression model applied in the study is a multivariate regression model to examine the relationship between dependent variables and independent variables. When analyzing regression, the results will show the factors affecting English learning of students at Ho Chi Minh City University of Technical Education. At the same time, it will indicate the level of impact of the factors and their level of explanation.

Specifically, regression analysis was conducted with five independent variables: Learning motivation (DL), Self-study time (TH), Learning method (HT), Teaching method (GD), Learning environment (MT); and the dependent variable Learning English Demand (TA).

The one-time input method (Enter method) was used for regression analysis. The values of the factors used to run the regression are the average values of the observed variables.

The model is written as follows:

$TA = \beta o + \beta 1 * DL + \beta 2 * TH + \beta 3 * HT + \beta 4 * GD + \beta 5 * MT + ei$

- β_i: Regression coefficients ($i > 0$)
- β_o: Constant
- e_i: Error term

Model Evaluation

The adjusted $R^2 = 0.410$ indicates that the independent variables in the model, including Learning Motivation (DL), Self-Study Time (TH), Learning Methods (HT), Teaching Methods (GD), and Learning Environment (MT), explain 41% of the variation in English Learning Demand (TA). The remaining variation in English Learning is unexplained by the independent variables in the model and can be attributed to factors outside the model.

Table 13. *R^2 Evaluation*

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.656[a]	.430	.410	.60154	2.042

Source: Authors results

Additionally, from the ANOVA analysis, the F-value = 20.975 and Sig. value = 0.000 (very small, <0.05) indicate that at least one independent variable has statistical significance in explaining the variation of the dependent variable.

Table 14. *Regression Model Fit Test*

ANOVA[a]					
	Sum of Squares	df	Mean Square	F	Sig.
Model 1	37.950	5	7.590	20.975	0.000[b]
Residual	50.298	139	0.362		
Total	88.247	144			

Source: Authors results

Test for Heteroscedasticity

To assess whether the regression model violates the assumption of homoscedasticity, the Spearman rank correlation test will be used between the standardized residuals and the independent variables. If the Spearman correlation values between the standardized residuals (ABSRES) and the independent variables are all greater than 0.05, it can be concluded that there is no evidence of heteroscedasticity. However, if at least one value is less than 0.05, the regression model violates the assumption of constant error variance.

Table 15. ***Correlation Matrix Between ABSRES and Independent Variables in the*** *Model*

		DL	TH	HT	GD	MT	ABSRES
DL	Correlation Coefficient	1.000	.229**	.248**	-.032	.206*	-.023
	Sig. (2-tailed)		.006	.003	.704	.013	.781
	N	145	145	145	145	145	145
TH	Correlation Coefficient	.229**	1.000	.232**	.428**	.405**	-.144
	Sig. (2-tailed)	.006		.005	.000	.000	.084
	N	145	145	145	145	145	145
HT	Correlation Coefficient	.248**	.232**	1.000	.178*	.363**	-.068
	Sig. (2-tailed)	.003	.005		.032	.000	.419
	N	145	145	145	145	145	145
GD	Correlation Coefficient	-.032	.428**	.178*	1.000	.387**	-.159
	Sig. (2-tailed)	.704	.000	.032		.000	.057
	N	145	145	145	145	145	145
MT	Correlation Coefficient	.206*	.405**	.363**	.387**	1.000	-.150
	Sig. (2-tailed)	.013	.000	.000	.000		.071
	N	145	145	145	145	145	145
ABSRES	Correlation Coefficient	-.023	-.144	-.068	-.159	-.150	1.000
	Sig. (2-tailed)	.781	.084	.419	.057	.071	
	N	145	145	145	145	145	145

Note: (**) indicates significance at the 0.01 level, (*) at the 0.05 level (2-tailed).
Source: Authors results

The results of the correlation matrix between the ABSRES variable and the independent variables in the model, as shown in Table 15, indicate that the Sig. values for the correlation between ABSRES and the independent variables include five values greater than 0.05: DL (Sig. = 0.781), TH (Sig. = 0.084), HT (Sig. = 0.419), GD (Sig. = 0.057), and MT (Sig. = 0.071). This confirms that there is no evidence of heteroscedasticity.

Testing for Multicollinearity

In addition to ensuring the model's validity, multicollinearity must also be tested. To detect multicollinearity, the tolerance level and Variance Inflation Factor (VIF) are used. The regression analysis results, conducted using the Enter method, show that the VIF values are all less than 10 and the tolerance levels are greater than 0.1. Since the VIF values are below 10 and the tolerance levels exceed 0.1, the hypothesis that the model suffers from multicollinearity is rejected.

Table 16. *Multicollinearity Test*

	Multicollinearity Statistics	
Model	Tolerance	VIF
Constant		
Learning Motivation	0.881	1.135
Self-Study Time	0.733	1.365
Learning Methods	0.815	1.226
Teaching Methods	0.786	1.272
Learning Environment	0.722	1.385

Source: Authors results

Thus, the regression model does not exhibit multicollinearity.

Regression Analysis Results and Impact Levels of Each Factor

The regression model results are presented in Table 17 as follows:

Table 17. *Regression Analysis Results*

Model	Unstandardized Coefficients		Standardized Coefficients	Test Value	Significance Level
	Beta	Std.Error	Beta		
Constant	1.209	.372		3.250	.001
Learning Motivation	.136	.061	.152	2.228	.027
Self-Study Time	.086	.076	.085	1.137	.257
Learning Methods	.183	.073	.179	2.522	.013
Teaching Methods	.050	.072	.051	.699	.486
Learning Environment	.313	.052	.451	5.980	.000

Note: Dependent Variable: TA (English Learning Demand)
Source: Authors results

Statistical Significance of Estimated Coefficients

Based on the results in Table 17, the statistically significant factors include Learning Motivation (DL), Learning Methods (HT), and Learning Environment (MT). Self-Study Time (TH) and

Teaching Methods (GD) have no significant impact on English learning demand for students at Ho Chi Minh City University of Technology and Education.

Standardized Regression Model for Factors Affecting English Learning Demand of Students at Ho Chi Minh City University of Technology and Education: $TA = \beta_0 + 0.152DL + 0.179HT + 0.451*MT$

Testing Differences in Demographic Characteristics and English Learning Demand of Students at Ho Chi Minh City University of Technology and Education:

The model also examines the differences in demographic characteristics and their relationship with the English learning demand among students at the university.

Table 18. *Descriptive Statistics of English Learning by Gender, Year of Study, and Extra-Class Learning*

Category	N	Mean	Std. Deviation
Gender			
Male	49	3.8367	0.95545
Female	96	4.0286	0.67460
Total	145	3.9638	0.78283
Year of Study			
Year 1	25	4.1500	0.60381
Year 2	93	3.9274	0.70766
Year 3	25	3.8300	1.11505
Year 4	1	5.0000	.
Other	1	5.0000	.
Total	145	3.9638	0.78283
Extra-Class Learning			
Yes	114	3.9803	0.79207
No	31	3.9032	0.75740
Total	145	3.9638	0.78283

Source: Authors results

The test results in Table 18 show that the significance values (Sig.) for the tests between variable groups of gender, year of study, and English learning status are greater than 0.05. This indicates no statistically significant heterogeneity in variance between the student groups in each table regarding English learning.

However, for gender, year of study, and English learning status with a significance value of Sig. = 0.000 < 0.05, this demonstrates a significant difference in the comparison of English learning among groups based on gender and year of study.

Table 19. *ANOVA Results for Testing Differences by Gender, Year of Study, and English Learning Status*

Variable	Sum of Squares	df	Mean Square	F Test	Significance (Sig.)
Gender	Between Groups	1.195	1	1.195	1.963
	Within Groups	87.053	143	0.609	
	Total	88.247	144		
Year of Study	Between Groups	3.585	4	0.896	1.482
	Within Groups	84.663	140	0.605	
	Total	88.247	144		

Extra-Class Learning	Between Groups	0.145	1	0.145	0.235
	Within Groups	88.103	143	0.616	
	Total	88.247	144		

Source: Authors results

The ANOVA results in Table 19 show that the F-test significance values (Sig.) for differences between groups based on gender, year of study, and English learning status are 0.163, 0.211, and 0.629, respectively—all greater than 0.05. This indicates that no statistically significant differences in English learning were found between groups based on gender, year of study, or English learning status.

Statistical Hypothesis Testing

The regression analysis results of the factors influencing the demand for learning English among students at Ho Chi Minh City University of Technology and Education (HCMUTE) show that the initial hypotheses H1, H3, and H5 are accepted.

Table 20. Statistical Hypothesis Testing

Statistical Hypothesis	Estimated Coefficient	Result
H1: Learning motivation influences students' demand for learning English.	0.061 (Sig. = 0.027)	Accepted
H2: Self-study time influences students' demand for learning English.	0.086 (Sig. = 0.257)	Rejected
H3: Learning methods influence students' demand for learning English.	0.183 (Sig. = 0.013)	Accepted
H4: Teaching methods influence students' demand for learning English.	0.072 (Sig. = 0.486)	Rejected
H5: Learning environment influences students' demand for learning English.	0.529 (Sig. = 0.000)	Accepted

Source: Authors results

Discussion

The findings of this study reveal important insights into the factors influencing English learning demand among students at Ho Chi Minh City University of Technology and Education (HCMUTE). While self-study time and teaching methods were not statistically significant, learning motivation, learning methods, and learning environment emerged as critical factors, consistent with existing theories and prior research.

This study's regression analysis confirmed that hypotheses related to learning motivation, methods, and environment positively influencing English learning demand (H1, H3, H5) were supported, while hypotheses about self-study time and teaching methods (H2, H4) were rejected. These results underscore the varying significance of internal versus external factors in shaping English language acquisition.

The insignificant impact of self-study time suggests a misalignment between students' self-directed efforts and effective learning strategies, echoing findings by T. N. T. Nguyen et al. (2024), which highlighted limited engagement in autonomous learning. Similarly, teaching methods, while theoretically impactful, were not perceived as influential in this study, aligning with Tran (2013), who critiqued traditional teacher-centered approaches in Vietnam for focusing excessively on grammar and exams rather than communicative competence.

The results regarding learning motivation align with Taufiq's (2016) findings that motivational factors such as career aspirations and communication goals are pivotal in English learning. This study adds nuance by linking these motivations to specific demands at a technical university. Likewise, the emphasis on learning environment corroborates the work of Derakhshan et al. (2024), which demonstrated that a positive classroom social climate enhances engagement and mitigates boredom.

However, this study diverges from Pranawengtias (2022), who found extrinsic motivators like rewards and punishments to dominate, suggesting that intrinsic motivations are more influential in the HCMUTE context. Additionally, the findings challenge the conclusions of Farea and Singh (2024), which underscored the role of teaching methods in English for Specific Purposes (ESP), as this study found teaching methods to be less impactful in a general English learning context.

The findings reinforce Gardner's (1985) model of motivation, particularly the role of integrative and instrumental motivations in driving language learning. Moreover, they suggest the need to reexamine the Expectancy-Value Model (Truong, 2017) in light of the minimal impact of teaching methods and self-study time, highlighting a potential disconnect between theoretical expectations and practical realities in the Vietnamese higher education context.

The significant role of learning environment supports socio-cultural theories that emphasize the importance of interactive and immersive contexts in language acquisition. This finding also aligns with Nguyen and Tran's (2020) work on the importance of career-oriented learning environments.

To enhance motivation, educators should design curricula that align closely with students' career goals and practical communication needs. Emphasizing motivation through goal-setting and relevance to global opportunities can significantly drive student engagement, as highlighted by Le (2011). Improving learning methods requires encouraging students to explore diverse and interactive strategies, such as participation in language clubs, the use of multimedia resources, and engaging in real-world practice. These approaches are supported by Nguyen et al. (2018) and Tran (2022), who emphasize the importance of experiential learning. Furthermore, optimizing learning environments is essential. Institutions should prioritize creating opportunities for experiential learning, including interactions with native speakers and immersion activities, echoing the recommendations of Derakhshan et al. (2024).

Despite its contributions, this study has several limitations. Its focus on a single institution may reduce the generalizability of findings to other educational contexts. The cross-sectional design restricts the ability to capture longitudinal changes in factors influencing English learning demand, and the reliance on self-reported data introduces potential biases, as students may overestimate or underestimate the impact of various factors on their learning.

Future research should address these limitations by investigating the long-term impact of motivation and learning environments on language acquisition through longitudinal studies. The role of emerging technologies, such as AI tools and e-portfolios, in enhancing self-study efficacy also warrants exploration, as suggested by T. N. T. Nguyen et al. (2024) and Del Castillo et al. (2024). Additionally, future studies should examine the influence of socio-cultural dynamics, including family and peer factors, on motivation, building on the insights of Truong (2017) and Getie (2020). By integrating these perspectives, future research can contribute to a more comprehensive understanding of the interplay between psychological, environmental, and pedagogical factors in English language learning.

Conclusion

The research conducted at Ho Chi Minh City University of Technology and Education (HCMUTE) sheds light on the intricate factors influencing students' demand for learning English. The findings reaffirm the growing recognition of English as an essential skill in Vietnam's rapidly globalizing economy, particularly among university students preparing for competitive professional environments. Despite this recognition, challenges persist, necessitating a closer examination of the determinants shaping English learning demand.

The study highlights three key factors—learning motivation, learning methods, and learning environment—that significantly influence students' demand for learning English. These factors

underscore the critical role of intrinsic and contextual elements in fostering effective language acquisition. Conversely, self-study time and teaching methods were found to have limited impact, suggesting the need to re-evaluate traditional pedagogical practices and support structures.

Interpreting these results within the broader theoretical and empirical context, the research aligns with existing studies that emphasize the importance of motivation as a driver for language learning. The findings also contribute to ongoing discussions about optimizing learning environments and integrating innovative methods to meet students' diverse needs. However, the study's insights challenge traditional assumptions about the effectiveness of self-study and teaching methods, particularly in technical education settings like HCMUTE.

This study is not without limitations. Its focus on a single institution may limit the generalizability of the findings to other educational contexts. The cross-sectional nature of the research also precludes the analysis of long-term trends, and reliance on self-reported data introduces potential biases. Future research should address these limitations by employing longitudinal designs and expanding the scope to include diverse educational institutions and contexts.

Moving forward, the study underscores the importance of creating learner-centric strategies that enhance motivation, employ diverse and effective learning methods, and foster interactive and supportive environments. It also highlights the potential for integrating emerging technologies and addressing socio-cultural factors to support more inclusive and effective English learning. By addressing these dimensions, educators and policymakers can better align language education with the demands of a globalized world, ultimately equipping students with the skills needed for academic and professional success.

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